



2014 Revision of the *English Language Arts/English Language Development Framework*

Report from the Instructional Quality Commission

May 2014
State Board of Education



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State Superintendent
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2014 Revision of the *ELA/ELD Framework*

Presenters:

- Tom Adams, Director, Curriculum Frameworks and Instructional Resources Division
- Bill Honig, Chair, Instructional Quality Commission
- Jo Ann Isken, Chair, ELA/ELD Subject Matter Committee
- Becky Sullivan, Co-Chair, ELA/ELD Curriculum Framework & Evaluation Criteria Committee
- Martha Hernandez, Co-Chair, ELA/ELD Curriculum Framework & Evaluation Criteria Committee



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2014 Revision of the *ELA/ELD Framework*

Today:

Hear an update on the revision of
the *ELA/ELD Framework*

Next Step:

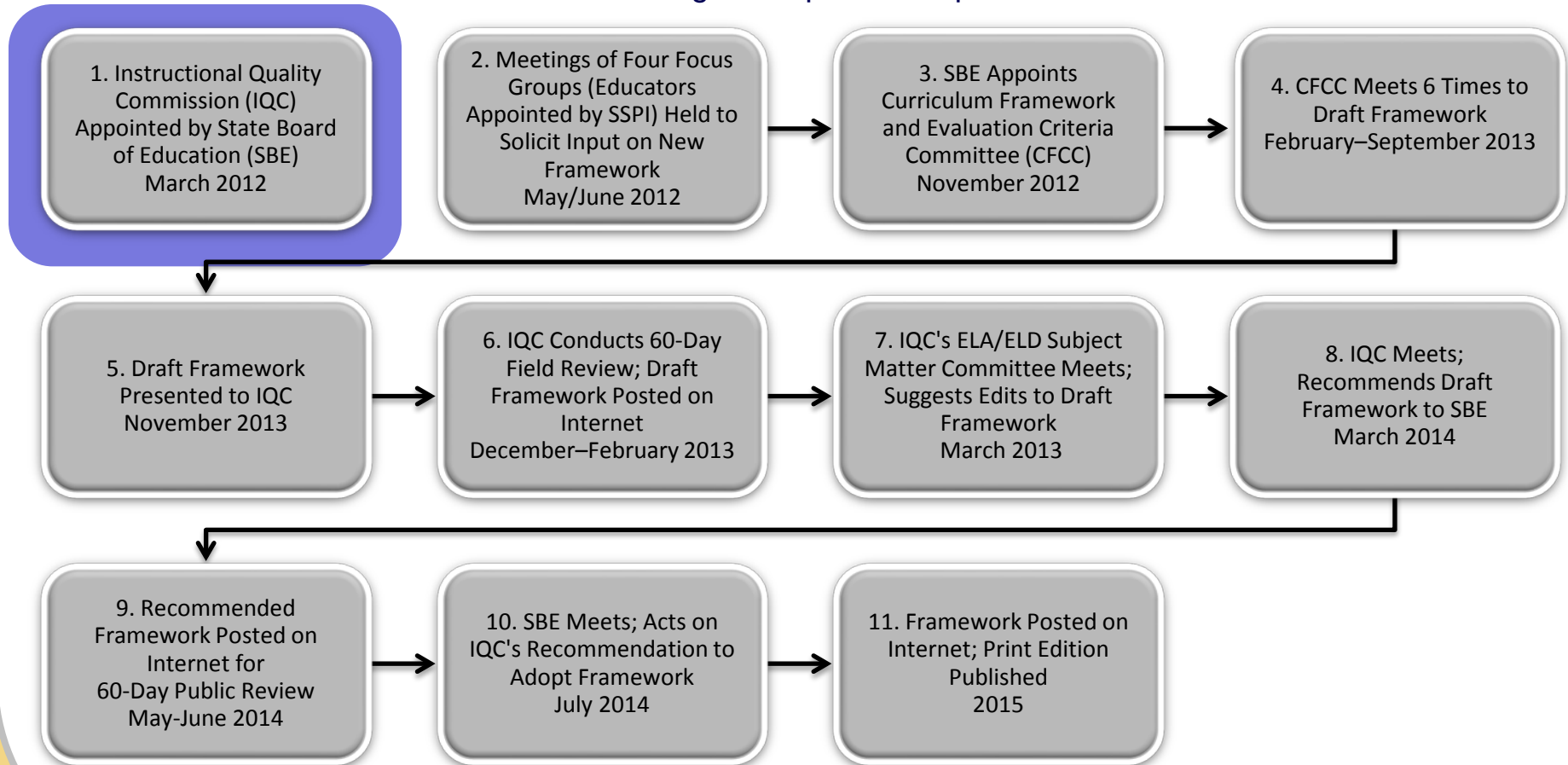
State Board of Education Action to
adopt the revised *ELA/ELD*
Framework in July 2014

CALIFORNIA DEPARTMENT OF EDUCATION

English Language Arts/English Language Development Framework Development Process

This chart shows the major steps of the curriculum framework development process.

All meetings are open to the public.





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Who contributed to the draft *ELA/ELD Framework*?

- Focus Group members—all educators in California K–12 public schools, four regional meetings
- ELA/ELD CFCC members—over half teachers (most with experience teaching English learners and students with disabilities), other educators and county office administrators, and a professor
- IQC—one-half teachers
- Expert ELA and ELD Writers—Nancy Brynson, Hallie Yopp Slowik, Pam Spycher, Rachel Lagunoff, Marcia Kosanovich, Sarah Feldman
- Staff of the Curriculum Frameworks and Instructional Resources Division



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Who contributed to the draft *ELA/ELD Framework*? (cont.)

- The field—provided comments and completed the survey
- County Offices of Education—some held discussion forums on the 1st draft
- English language arts authors and experts Carol Jago, John Shefelbine, and Louisa Moats
- Professional/state organizations—ACSA, CEEL, CAFE/Californian's Together, CSTA, TF on Civic Learning, CA Subject Matter Projects, Education Trust West, Child Nutrition Advisory Council
- Staff from CDE Divisions—Language Policy and Leadership, Special Education, Professional Learning Support, Child Development, After School, Assessment Development and Administration



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What Guided the Organization and Content of the *ELA/ELD Framework*?

- State Board of Education guidelines
- Dynamic document
- Focus on key themes of CA CCSS for ELA/Literacy in grade spans and individual grade levels
- Integration of CA ELD standards
- Emerging research and instructional practices



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What Guided the Revision of the *ELA/ELD Framework*?

Three Key Shifts in Instruction:

1. Complexity: Regular practice with complex text (and its academic language)
2. Evidence: Reading, writing, and speaking grounded in evidence from text
3. Knowledge: Building knowledge through content-rich informational texts



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What are New Features of *ELA/ELD Framework*?

- Use of snapshots and vignettes in all chapters to demonstrate integration of ELA and ELD, examples of implementation of standards in the classroom, and demonstration of different types of assessment
- Links to resources and Web sites for additional support
- Organizational design around key themes



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Key Themes of ELA/Literacy and ELD Instruction

1. **Meaning Making**- focuses on the reading standards, analyzing and comprehending text.
2. **Language Development**– Connects to the language and reading standards, highlighting the development of academic and domain-specific vocabulary, syntax, and text structures.
3. **Effective Expression** – includes writing, discussions and presentations, and language conventions.
4. **Content Knowledge** – Connects to informational text and development of the standards related to research and other contents.
5. **Foundational Skills** – depending on the grade-span, this looks at print concepts and phonological awareness in the beginning grades, and phonics, word recognition, and fluency up to grade 5. Also addressed in 6–12.



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Introduction to the Framework

- Vision and goals for California's children and youth
- Key Principles guiding the Framework development
- The special emphasis on English Learners in the Framework



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Chapter 1

Overview of the Standards

CA CCSS for ELA/Literacy

- Includes background, intent, nature, and organization/structure

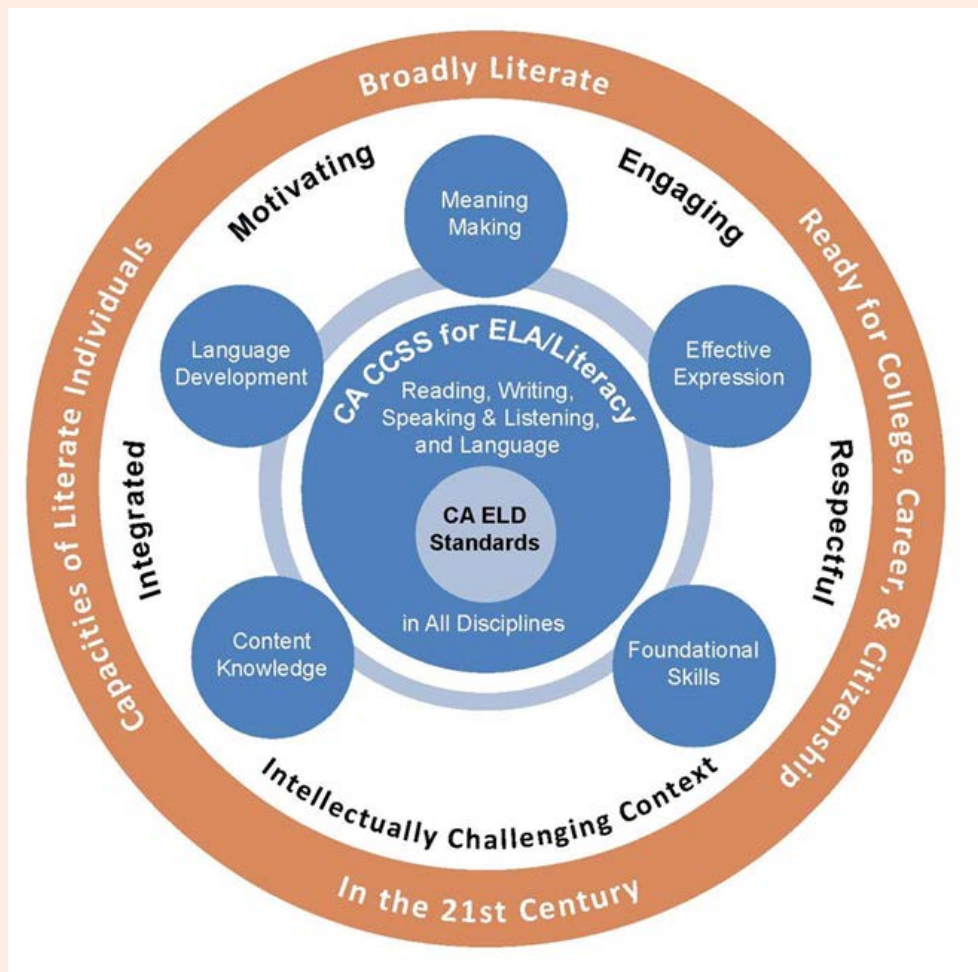
CA ELD Standards

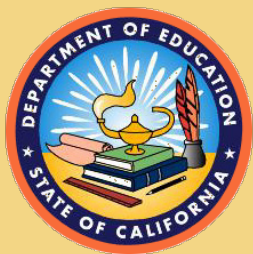
- Includes background, intent, nature, and organization/structure
- Interrelationship of the CA CCSS for ELA/Literacy and the CA ELD Standards



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Goals, Themes, and Contexts for Implementation of the CA CCSS for ELA/Literacy and the CA ELD Standards





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The CA ELD
Standards
AMPLIFY
the CA CCSS for
ELA/Literacy.

CA ELD Standards

Using English Purposefully:

Describing, explaining, persuading, informing, justifying, negotiating, entertaining, retelling, etc.

Meaningful Interaction:

- Collaborating with others
- Interpreting meaning
- Producing meaningful messages

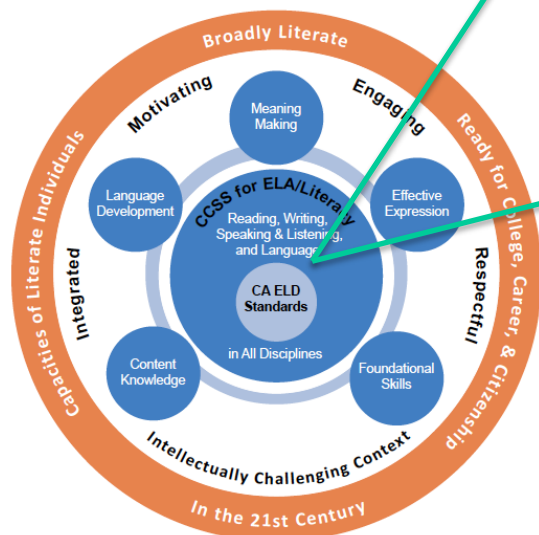
Knowledge of Language:

- Structuring cohesive texts
- Expanding and enriching ideas
- Combining and condensing ideas

The Why: Purposes

The How: Processes

The What: Resources





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Chapter 2

Key Considerations for ELA/Literacy and ELD Curriculum, Instruction, and Assessment

- Context Considerations
- Key Themes and Practices for
ELA/Literacy and ELD Instruction
(Meaning Making, Language Development,
Effective Expression, Content Knowledge,
Foundational Skills; Crosscutting Practices in
Instruction)
- Approaches to Teaching and Learning
- English Language Development

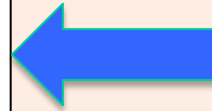


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Integrated & Designated ELD: Working in Tandem

Integrated ELD:

All teachers with ELs in their classrooms use the CA ELD Standards *in tandem with* the CA CCSS for ELA/Literacy and other content standards.



Designated ELD: A protected time during the school day when teachers use the CA ELD Standards as the focal standards in ways that build *into and from content instruction*.



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Grade-Span Chapters 3–7 At-A-Glance

**Grade-Span
Overview**



**Grade-Level
Sections**

- Integrated and Interdisciplinary Approach
- Key Themes of ELA/Literacy and ELD Instruction
- ELD in the Grade Span
- Grade-Level Content and Practice



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Chapter 8

Assessment

- Purpose and types of assessments
- Assessment cycles, highlighting the use of formative assessment to guide instruction
- Information on student involvement
- Assessment for intervention
- Mandated California assessments and Smarter Balanced Assessment System
- Technical quality of assessments



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Chapter 9

Equity and Access

- California's student diversity, including
 - Standard English learners
 - English learners
 - Instructional programs and services for ELs
 - Biliterate learners
 - Deaf students bilingual in ASL and printed English
 - Students with disabilities
- Planning and support for range of learners using Universal Design for Learning (UDL) and Multi-Tiered Systems of Supports (MTSS)
- Instructional practices for supporting students experiencing difficulty reading



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Chapter 10

Learning in the 21st Century

- Defines 21st century skills and standards
- Instructional practices for developing 21st century learning
- Equitable access to learning and technology
- Professional learning and teacher support
- Highlights future directions



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Chapter 11

Implementing High-Quality ELA/Literacy and ELD Instruction: Professional Learning, Leadership, and Program Supports

- Implementing within a collaborative culture
- Professional learning, including sources, research, and critical content
- Leadership and professional collaboration
- Other programs of support (e.g., libraries, extended learning, parents and families)



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Chapter 12

Criteria for Evaluating Instructional Materials

- Program 1: English Language Arts Basic Program, K–8
- Program 2: English Language Arts/English Language Development Basic Program, K–8
- Program 3: Biliteracy Language Arts/English Language Development Basic Program, K–8
- Program 4: Intensive Intervention Program in English Language Arts, 4–8
- Program 5: Specialized Designated English Language Development Program, 4–8



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What are the next steps for *ELA/ELD Framework*?

- SBE action in July 2014
- Begin ELA/ELD Instructional Materials adoption, including appointment of reviewers by the SBE in November 2014
- Devise roll out plan and guidance for districts and the field



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Where can I find the draft *ELA/ELD Framework*?

- ELA/ELD Framework:
<http://www.cde.ca.gov/ci/rl/cf/>
- CA CCSS for ELA/Literacy Standards:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf>
- CA ELD Standards:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>



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Questions on the *ELA/ELD Framework?*

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